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ABSTRACT

Designed as an informational resource and planning document, this manual assists administrators in ensuring that district special education programs are in compliance with federal and New York State laws and regulations and that handicapped students are educated appropriately. Because Article 89 of the Education Law and Part 200 of the Regulations of the Commissioner of Education give particular attention to the roles of the board of education and its committee on the handicapped, these roles are emphasized. The handbook also recognizes that responsibilities for managing special education services rest with administrators at many levels. Part 1 outlines the roles and responsibilities of the board of education and the committee on the handicapped, including appointing the committee, maintaining data on and locating handicapped children, and providing programs and services. Part 2 deals with the identification, evaluation, and placement of handicapped students, including providing the individualized education program and assessing the district's success in serving handicapped students. Part 3 lists all of New York State's possible placements for handicapped children, including regular classroom programs, related services, resource rooms, and special classes; suggested administrative activities and initiatives related to each are listed. Checklists and worksheets are provided throughout. (Author/JM)

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THE ROLE OF AN ADMINISTRATOR IN THE EDUCATION OF PUPILS WITH HANDICAPPING CONDITIONS

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
OFFICE FOR EDUCATION OF CHILDREN
WITH HANDICAPPING CONDITIONS
ALBANY NEW YORK 12234

JUNE 1982

EA 014 869

THE ROLE OF AN ADMINISTRATOR IN THE EDUCATION OF PUPILS WITH HANDICAPPING CONDITIONS

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The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Office for Education of Children with Handicapping Conditions

June 1982

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FOREWORD

District administrators are key personnel in the success of local special education programs. Many administrators, however, received little or no training for their role during their professional preparation and there is little delineation of their responsibilities provided in law and regulation.

The purpose of this manual is to provide information and guidelines to administrators so that they can ensure that district special education programs are in compliance with State and Federal law and regulations and that their handicapped pupils are being educated appropriately. A draft of this manual was provided to those administrators whose districts implemented Part 200-2 of the regulations during the 1981-1982 school year and their feedback has been reviewed and incorporated.

It should be noted that some segments of Part III, Continuum of Programs and Services are not appropriate for those districts who have chosen to use Section 200.14 of the regulations for their class assignments. The rest of the manual is applicable to all districts.

This manual completes the sequence designed to assist those with responsibility for identifying, evaluating and selecting programming for pupils with handicapping conditions. Further information or clarification is obtainable from the Office for Education of Children with Handicapping Conditions.

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PURPOSE OF THIS HANDBOOK

Article 89 of the Education Law and Part 200 of the Regulations of the Commissioner of Education give particular attention to the roles and responsibilities of the members of the Board of Education and its Committee on the Handicapped for recommending and finally determining individualized education programs for handicapped pupils. This handbook recognizes the fact that responsibilities for managing special education programs and services for pupils with handicapping conditions rest with administrative and supervisory personnel serving at various levels of school management.

It is designed to serve as both an informational document and a planning notebook and has been organized under the following major headings:

- PART I - THE ROLES AND RESPONSIBILITIES OF THE BOARD OF EDUCATION AND THE COMMITTEE ON THE HANDICAPPED
- PART II - THE IDENTIFICATION, EVALUATION AND PLACEMENT OF PUPILS WITH HANDICAPPING CONDITIONS
- PART III - CONTINUUM OF PROGRAMS AND SERVICES
- PART IV - APPENDICES

Each part includes suggested administrative activities and initiatives which may be assumed as part of the administrator's day-to-day responsibilities. The forms provided may be copied or expanded upon at the discretion of the administrator.

PART I

THE ROLES AND RESPONSIBILITIES OF THE BOARD OF EDUCATION AND THE COMMITTEE ON THE HANDICAPPED

The key to successful implementation of the school district's special education program is in the leadership of the administrative staff. The tasks and duties of the administrator in carrying out that leadership role are complex and varied. A critical aspect is the degree to which administrators assist, coordinate, facilitate, guide and motivate all persons involved in the education of handicapped pupils.

Such leadership requires a basic understanding of the roles and responsibilities of the Board of Education and the Committee on the Handicapped, as prescribed in law and regulation. The checklists provided on the following pages should be reviewed with the knowledge that the Board of Education is ultimately accountable for meeting the primary responsibilities listed on the left side of each page; the Committee on the Handicapped serves at the pleasure of the Board of Education, and assists it by performing the various supportive functions listed to the right of the Board's responsibilities. Appendix A provides an abbreviated topical index of each item in relation to education law and regulation.

Under the areas of responsibility of the Board of Education and its Committee on the Handicapped are a number of suggested administrative activities and initiatives. The checklist enables school administrators to assess which areas need particular attention in their district and to check (✓) those activities or initiatives which promise to give the greatest assistance to their Boards of Education and Committees on the Handicapped in fulfilling their designated functions. Following the checklist is a worksheet which may be used to design a course of action in resolving particular problem areas. A sample of the completed worksheet is provided to demonstrate how the worksheet may best be used. A listing of major events related to the district's education program, and specified dates which are established in law and regulation appears at the end of this section.

APPOINTING A COMMITTEE ON THE HANDICAPPED

BOARD OF EDUCATION RESPONSIBILITIES

- To establish a Committee on the Handicapped and, in certain districts, appoint subcommittees upon the recommendation of the Committee on the Handicapped (COH).

COMMITTEE ON THE HANDICAPPED RESPONSIBILITIES

- To serve at the pleasure of the Board of Education;
- To submit recommendations to the Board of Education regarding the establishment of subcommittees in accordance with Section 200.3 of the Commissioner's Regulations.

SUGGESTED ADMINISTRATIVE ACTIVITIES AND INITIATIVES	BY WHOM	BY WHEN
Promote training of school district officials and personnel regarding the respective roles and responsibilities of Boards of Education, Committees on the Handicapped, subcommittees, administrators and others.	_____	_____
Advise and submit recommendations regarding the Board's annual appointment of individuals to serve on the Committee.	_____	_____
Recommend sharing of COH personnel with neighboring districts or through Boards of Cooperative Educational Services (BOCES) in the event that district personnel are unavailable.	_____	_____
Facilitate the conduct of COH activities by providing appropriate meeting time, space, secretarial and clerical assistance.	_____	_____
Request appropriate budget allocations to meet the costs of Committee operations.	_____	_____
Advise the Committee and the Board of Education regarding the district's eligibility to appoint subcommittees.	_____	_____
Assist Committees and subcommittees in developing and implementing appropriate work plans.	_____	_____
Identify individuals to assist the COH if the district is unable to appoint subcommittees.	_____	_____
Assure that building level teams perform tasks which supplement rather than supplant the legal responsibilities of COHs or appropriate subcommittees.	_____	_____
Report to Board of Education regarding effectiveness and efficiency of the COH as a committee.	_____	_____

LOCATING HANDICAPPED CHILDREN AND MAINTAINING DATA

BOARD OF EDUCATION RESPONSIBILITIES

- To locate and identify all handicapped children under the age of twenty-one (21) who reside in the district.
- To establish a register containing the name of each handicapped pupil who has been identified describing the nature of the handicapping condition and the educational placement, if any.
- To report the register of handicapped children to the District Superintendent of the supervisory district in which the district is located, as required annually.

COMMITTEE ON THE HANDICAPPED RESPONSIBILITIES

- To identify, review, evaluate and report to the Board at least annually the status of each handicapped child and each child thought to be handicapped who resides within the school district.
- To maintain and update the register of handicapped children residing in the district who are eligible to attend school the next school year through the age of twenty-one.
- To assist the Board in sending information pertaining to a handicapped child to the child's home district in cases where that district has contracted with the Board for the child's education.

SUGGESTED ADMINISTRATIVE ACTIVITIES AND INITIATIVES	BY WHOM	BY WHEN
Coordinate building level efforts according to the district's census plan and procedures.	_____	_____
Facilitate the conduct of a screening program, in accordance with Part 117 Commissioner's Regulations, by providing needed personnel, time, space and clerical assistance.	_____	_____
Notify COH chairperson within five (5) school days of receipt of a written referral by a building administrator.	_____	_____
Promote training of building staff regarding characteristics of pupils with handicapping conditions.	_____	_____
Advise parents and professional staff members of the district's referral procedures.	_____	_____
Report to the Board of Education and Committee on the Handicapped regarding the effectiveness and efficiency of referral forms and procedures.	_____	_____

SUGGESTED ADMINISTRATIVE ACTIVITIES AND INITIATIVES continued:	BY WHOM	BY WHEN
Assure that all referrals of pupils suspected of having a handicapping condition are acted upon in a timely manner.	_____	_____
Facilitate communication among COH members, screening personnel and professional staff members responsible for updating the register of handicapped pupils.	_____	_____
Monitor the schedule of reporting to ensure that information and student data is updated.	_____	_____
Facilitate and arrange for observations of pupils in their current setting.	_____	_____

LISTS OF SURROGATE PARENTS, INDEPENDENT EVALUATION AGENCIES, AND HEARING OFFICERS

BOARD OF EDUCATION RESPONSIBILITIES

- Maintain a list of individuals willing to appear on behalf of a child under circumstances where the child's natural parents or guardians are either not known or unavailable, or where the child is a ward of the State (surrogate parents).
- Make available a list of public or private agencies and other resources within the county from which a parent or legal guardian may obtain an independent evaluation of the child, as well as low cost legal or other services.
- Maintain a list of persons from which the district will appoint an impartial hearing officer. Appoint an impartial hearing officer to hear an appeal by the parents or guardians of a child regarding the timeliness or nature of the recommendation of the Committee on the Handicapped or the determinations of the Board. Appoint an impartial hearing officer to determine whether evaluation or placement is warranted in the event that the parent withholds consent for a period of thirty days following referral or recommendation.

COMMITTEE ON THE HANDICAPPED RESPONSIBILITIES

- To determine whether the parents or guardians are not known or unavailable or whether the pupil is a ward of the State; and to provide notice of the possible need for a surrogate to the adult in charge of the pupil's place of residence and the parents/guardians at their last known address.
- To provide parents a listing of agencies and resources from which to obtain an independent evaluation.
- To provide written documentation of COH activities relating to identification, evaluation and placement of the child.

SUGGESTED ADMINISTRATIVE ACTIVITIES AND INITIATIVES

Advise the Board of individuals willing to serve as surrogate parents.

Promote training of surrogate parents regarding their role and responsibilities.

File a request for assignment of a surrogate with the COH when necessary.

Advise the COH of public or private agencies and other resources from which parents may obtain independent evaluations.

Assist in resolution of adversarial relationships between parents and school personnel.

Upon request of impartial hearing officer, provide information relevant to the timeliness and nature of COH recommendations.

DETERMINING AND PROVIDING PROGRAMS AND SERVICES

BOARD OF EDUCATION RESPONSIBILITIES

- Select the most appropriate special service or program for such children upon receipt of the recommendations of the Committee on the Handicapped or the findings of a hearing officer.
- Provide written notice to the parents of its determination regarding the pupil's program.
- Furnish suitable educational opportunities for handicapped children by rendering special services and programs as determined by the needs of individual children.

COMMITTEE ON THE HANDICAPPED RESPONSIBILITIES

- To prepare an individualized education program (IEP) for each handicapped pupil.
- To recommend an appropriate educational program and placement to the child's parent and the Board of Education; to recommend the continuation, modification, or termination of special education programs.
- To provide the parents of the child written prior notice of its recommendation that the Board of Education modify, continue or change the identification, evaluation, or educational placement of the child; to advise the parents of their opportunity to address the Committee regarding the pending recommendations, to notify parents of their right to due process and their right to an independent evaluation.
- To obtain written parental consent prior to the child's entrance into a special education program for the first time; to arrange for the completion of Phase I of the IEP in the agreed setting pending final placement.
- To advise the Board of Education concerning the nature and schedule of reevaluations of handicapped children provided, however, that each child in a special class receives a comprehensive reevaluation by qualified appropriate school personnel at least once every three years.

SUGGESTED ADMINISTRATIVE ACTIVITIES AND INITIATIVES

	BY WHOM	BY WHEN
Facilitate the coordination of IEP development by providing appropriate time, space, secretarial and clerical assistance.	_____	_____
Coordinate the timely transfer of Phase I IEP information to the pupil's receiving teacher.	_____	_____
Participate in IEP planning conferences for development of Phase II IEP, when appropriate.	_____	_____

DETERMINING AND PROVIDING PROGRAMS AND SERVICES

SUGGESTED ADMINISTRATIVE ACTIVITIES AND INITIATIVES continued:	BY WHOM	BY WHEN
Promote training for parents and school professionals involved in IEP development.	_____	_____
Identify individuals to serve non-English-speaking parents of handicapped pupils at school activities.	_____	_____
Assist in the establishment of district-wide special education program goals.	_____	_____
Conduct informal conferences with parents who are in disagreement with COH recommendations.	_____	_____
Arrange for the provision of transitional support services as documented on pupil's IEP.	_____	_____
Authorize the use of alternative testing techniques during statewide examinations based on consistent use of such measures during daily instruction and documentation on pupil's IEP.	_____	_____
Schedule pupil's classes based on Board's determination of the special education program and services.	_____	_____
Notify the COH when child is in need of review.	_____	_____
Facilitate the provision of comprehensive evaluations by providing appropriate time, space, and personnel.	_____	_____

TRANSPORTATION/OUT-OF-STATE PLACEMENTS

BOARD OF EDUCATION RESPONSIBILITIES

- Provide suitable transportation to and from special classes and programs with the exception of residential facilities for the care and treatment of children with handicapping conditions under the jurisdiction of an agency of the State other than the State Education Department.
- Notify the Commissioner if the Board cannot secure appropriate special service or program within the State to meet the needs of a child.

COMMITTEE ON THE HANDICAPPED RESPONSIBILITIES

- Recommend specialized transportation for handicapped pupils as needed.
- Recommend private school placement to meet the unique needs of the handicapped pupil.

SUGGESTED ADMINISTRATIVE ACTIVITIES AND INITIATIVES	BY WHOM	BY WHEN
Coordinate the provision of specialized transportation by securing sufficient numbers of individuals to assist, as needed, on transportation vehicles and by providing pertinent information on the pupil's needs to such individuals.	_____	_____
Report transportation difficulties or the need for changes in the provision of specialized transportation to the COH.	_____	_____
Assure safety provisions by allowing for appropriate supervision and space for students awaiting bus arrivals.	_____	_____
Promote training of bus drivers and monitors who provide transportation services to handicapped pupils.	_____	_____
Serve as a liaison between the home school and private agencies serving pupils from the district.	_____	_____
Supervise the transfer of student records from the home school to a private agency according to confidentiality rights.	_____	_____

POLICIES AND PROGRAM PLANS

BOARD OF EDUCATION RESPONSIBILITIES

- Prepare plans which describe the nature and scope of special education programs and services available to pupils residing in the district.
- Adopt written policies which:
  a. Establish practices and procedures to ensure that pupils with handicapping conditions have the opportunity to participate in school district programs, including extracurricular activities.
  b. Establish practices and procedures for the appointment and training of personnel to carry out the functions identified in the regulations.

COMMITTEE ON THE HANDICAPPED RESPONSIBILITIES

- To conduct at least annually evaluations of the adequacy of programs, services and facilities for handicapped children.
- To report at least annually to the Board of Education on the status of programs, services and facilities made available by the school district and to keep such reports on file for inspection by State Education Department officials.

SUGGESTED ADMINISTRATIVE ACTIVITIES AND INITIATIVES	BY WHOM	BY WHEN
Recommend to the Committee forms and procedures for use in evaluating the adequacy of special education programs available to handicapped pupils residing in the district.	_____	_____
Maintain records on the effectiveness and adequacy of district special education programs and services.	_____	_____
Advise and submit recommendations to the COH regarding the adequacy of special education programs and services provided by the district.	_____	_____
Advise and submit recommendations to the Board regarding necessary structural changes of facilities necessary to assure accessibility for handicapped individuals.	_____	_____
Recommend to the Board policies in relation to the issues of pupil access to programs and appointment and training of school personnel.	_____	_____
Supervise school practices to assure compliance with established policies.	_____	_____
Promote training of all personnel involved in the education of handicapped pupils.	_____	_____
Develop administrative practices and procedures to assure appropriate supervision and involvement of special education personnel in conjunction with regular education programs.	_____	_____

The following is a sample worksheet suggested as a planning tool to assist in rectifying problem areas. It is suggested for use by administrators and others involved in the education of pupils with handicapping conditions. The blank form is provided for duplication purposes. Modifications should be made to suit particular local needs.

SAMPLE

Planning Worksheet

Problem Areas Regarding the Roles and Responsibilities of the Board of Education and the Committee on the Handicapped.

Area: *Locating handicapped children and maintaining data* Problem: *Referrals are not acted upon in a timely manner due to lack of knowledge regarding timelines and procedures on the part of school personnel and the community.*

Activities or Initiatives to be Taken:	By Whom:	By When:
Establish written referral procedures	*COH Chairperson*	*10/82*
Present procedures to faculty	*Principal*	*11/82*
Inform community of referral process	*Teacher*	*11/82*
Maintain evaluative data on the effectiveness of the procedures	*Director, Pupil Personnel*	*11/82*
Revise procedures based on evaluative data	*Director, Pupil Personnel*	*11/82*

Expected Improvements:

. *Referrals will provide relevant information to the Committee on the Handicapped and will be acted upon in a timely and consistent manner in accordance with NYCRR 200.4.*

Planning Worksheet

Problem Areas Regarding the Roles and Responsibilities of the Board of Education and the Committee on the Handicapped.

Area: _____ Problem: _____

_____

_____

_____

Activities or Initiatives to be Taken:	By Whom:	By When:

Expected Improvements:

_____

_____

_____

_____

_____

CALENDAR OF MAJOR EVENTS

Date:	Activity:
September 15	Based on the district-wide census, a register is maintained and revised by the Committee on the Handicapped. *CR Section 200.2(a)
October 1	Except in cities having a population of more than 125,000, each school district must report the number of handicapped pupils to the superintendent of the supervisory district in which the district is located. *CR Section 200.2(a)
November 15, 1982 (November 1, thereafter every third year)	District plans for special education programs are developed and approved by the Board. *CR Section 200.2(c)
December 1	All "new entrants" to New York State public schools have been screened. *CR Section 117.3(b)
December 1	Child-count reports forwarded to SED.
December	Local district budget process begins.
January	BOCES budget process begins.
February 1	Initial application for approval of Co-sers forwarded to SED.
June 1	Annual application for the continued placement of a handicapped pupil in an approved private educational facility submitted to SED prior to the school year for which the continued placement is sought.
August 1	State-aid forms completed and forwarded to SED.

*Commissioner's Regulations

PART II

THE IDENTIFICATION, EVALUATION AND PLACEMENT OF PUPILS WITH HANDICAPPING CONDITIONS

The identification, evaluation and program placement of pupils with handicapping conditions is accomplished through a well-defined sequence of events which begins with the referral of a pupil thought or known to be handicapped. This sequence initiates a continuous process, which is reviewed on an annual schedule for each pupil involved and ends when the pupil graduates from high school, completes the school year of his twenty-first birthday or when it is determined that the pupil is no longer in need of special education. This sequence of events constitutes the development, implementation and review of an individualized education program for each handicapped pupil enrolled in the district's programs. Therefore, a Committee on the Handicapped which is responsible for one hundred such pupils must manage the scheduling and completion of one hundred such sequences, one for each pupil requiring attention; these activities must be repeated annually.

Although a major responsibility of the Committee on the Handicapped, the steps involved in the development of a pupil's special education program require considerable management and coordination of effort among school personnel, parents and the pupil. School district administrators are closely involved in order to establish an effective and efficient working relationship with Committees on the Handicapped, Boards of Education, the school personnel serving the children, and the students and their parents.

The following are brief descriptions of each of the steps in the sequence of events and activities which must be attended to by school personnel. Appendix B also describes this sequence by listing major elements to be addressed at each step.

Sequence of Events in the IEP Development Process

Referral:

A school-age child who is thought to have a handicapping condition that adversely affects his or her educational performance must be referred in writing to the chairperson of the Committee on the Handicapped or the building administrator of the school which the pupil attends or is eligible to attend. The referral, which must include the basis for the belief that the child may be handicapped, may be made by any of the following persons:

- A pupil's parent or person in parental relationship.
- A professional staff member of the school district in which the pupil resides or the public or private school the pupil legally attends.
- A licensed physician.
- A judicial officer.
- The commissioner or designee of a public agency with responsibility for the welfare, health or education of children.
- For purposes of referring one's self, a pupil who is 18 years of age or older, or an emancipated minor, who is eligible to attend the public schools of the district.

A referral received by a building administrator must be forwarded to the Committee on the Handicapped chairperson within five (5) school days. The referral initiates the individual evaluation of the pupil which is then coordinated by the Committee on the Handicapped.

Evaluation:

A pupil who has been referred to the Committee on the Handicapped for the first time must receive an individual evaluation which requires prior notice to, and written consent from, the parent. The evaluation must be performed at no cost to the parents. Such an evaluation is essential in determining whether a pupil has a handicapping condition (required to establish eligibility for special education) and, if so, the pupil's individual educational needs (required for recommending specific programs and services). The needs are identified through an evaluation of the pupil's academic/educational achievement and learning rates, social and physical levels of development and management needs in the classroom. This data leads to the Committee's recommendation for special education placement, program and services.

COH Recommendation
IEP Phase I:

The Committee on the Handicapped recommendation is based on a review of testing information and discussions with parents of the pupil and others involved in the education of the child. If the pupil is determined to be ineligible for special education, the recommendation made by the Committee on the Handicapped to the Board of Education will indicate the reasons for ineligibility. A copy of the evaluation information will be provided to the building administrator for consideration in future programming of the child's education. If the pupil is found to be eligible for special education services, the Committee on the Handicapped will develop its recommendation in the form of Phase I of the IEP. With Board of Education approval of the recommendation, arrangements can begin for the child's entrance into special education, provided that parental consent has been obtained for pupils entering special education for the first time.

The Committee has no more than thirty (30) school days from the date of receipt of a referral to complete the following:

- Notify the parents of the referral and the subsequent plans of the Committee,
- Obtain parental consent to the evaluation plan,
- Conduct or arrange for the conduct of a comprehensive evaluation,
- Meet to develop recommendations based upon the evaluation; provide parents with the opportunity to meet with the Committee to discuss its findings and recommendations,
- Forward its findings and recommendations to the Board of Education with a notice to the parents which details the recommendations and specifies their rights to due process in the event of disagreement.

Entrance into Special Education:

Upon agreement of the Board of Education and the parent to the recommendation, the Committee on the Handicapped should contact the appropriate program administrator to begin final arrangements for a smooth transition of the pupil into the recommended program. In making these arrangements, the administrator must have a thorough understanding of the needs of the pupil, and the continuum of special education placements and services. The administrator should be aware of the goals of each program offered in the district so that appropriate selection of a particular program is made based on the class size consideration and the needs of the child as stated in the IEP.

The school district has thirty (30) additional school days from the date that the Committee on the Handicapped forwarded its recommendation to the Board of Education to complete the following:

- Gain Board of Education approval and notify the parents of the Board's action,
- Gain parental consent for the initial provision of programs and services for pupils entering special education for the first time,
- Arrange for the placement of the pupil,
- Forward all necessary information, including Phase I of the IEP, to the appropriate teachers and supervisors who will be providing the prescribed services,
- Initiate the provision of programs and services by the dates specified in the Phase I IEP.

Planning Conference
IEP Phase II:

The IEP is completed by those actually providing the special programs and services and the parent of the pupil. At the planning conference, all appropriate persons should be present. The purpose of the conference is to develop hase II:

The IEP is completed by those actually providing the special programs and services and the parent of the pupil. At the planning conference, all appropriate persons should be present. The purpose of the conference is to develop statements of short-term instructional objectives which are consistent with the annual goals developed in Phase I of the IEP, and to establish objective criteria and evaluation procedures to determine if the objectives are being ac[illegible]ved. A complete IEP document is based on the Phase I information and recommendations, findings from the assessment activities conducted within the pupil's educational setting, and other information gathered at the planning conference.

At this point in the process, the Committee on the Handicapped's involvement has decreased substantially. Effective and efficient management of the planning conference will depend on the development of locally established procedures under the guidance of program administrators and supervisors.

Phase II of the IEP must be completed as soon as possible but no later than thirty (30) school days following the pupil's entrance into the program. This time frame allows for the provision of specific educational assessments needed to formulate realistic short-term objectives and evaluation procedures.

IEP Implementation and Annual Review:

The completed IEP provides the framework for the pupil's daily instruction and evaluation activities. It is implemented by the pupil's teachers and related service providers in cooperation with the pupil's parents. The Committee on the Handicapped is required to review the pupil's educational program at least yearly to meet the child's needs as he or she grows and develops. Also, procedures need to be established for referring the pupil back to the Committee if the program is found to be inappropriate at any time during the year by the pupil's teacher, parent, or an administrator of the school or agency providing the program.

The scheduled annual review, or any other review by the Committee on the Handicapped for purposes of recommending the continuation, change or termination of the pupil's program, signals the return to a new Phase I-Phase II IEP development process for the pupil. Presented on page 27 is a summary of the timelines which must be met for each pupil being considered by the Committee on the Handicapped.

Suggested Administrative Activities and Initiatives in Relation to the Identification, Evaluation and Review of Programs and Services to Pupils with Handicapping Conditions

The following materials provide a working format for administrators to assess the district's current status in the IEP sequence of events, identify related problems and issues, and establish a plan of action. Suggested self-assessment forms related to each major step of the sequence of events are presented, enabling school administrators to assess the current status of each step in terms of the intended results. This will also assist in the identification of major factors that appear to be contributing to any part of the sequence receiving a fair to poor rating.

Below the evaluation section of each page is a listing of suggested approaches to improve the particular aspect of the sequence under consideration. Administrative personnel are encouraged to check (✔) all items which best promise to strengthen the process. To the right of the items there is a column which refers to a pertinent paragraph or clause within the regulations. Two additional columns are provided to allow for assigning responsibilities to various persons and to specify the date upon which the selected activity should be completed. Finally, at the bottom of each page is a space to record any improvements observed as a result of instituting the selected suggestions.

SELF-ASSESSMENT FORM

SEQUENCE STEP:	INTENDED RESULT:	PERFORMANCE RATING:	FACTORS CONTRIBUTING TO LOW RATING:
A. REFERRAL	All students suspected of having a handicapping condition are located and referred to the COH.	1. Excellent 2. Good 3. Fair 4. Poor	

(✓) SUGGESTED ACTIVITIES:	PART 200 REFERENCE:	ASSIGNED TO:	FOR COMPLETION BY:
___1. Develop written procedures for the referral process.	200.4(a)		
___2. Assist in making building administrators aware of their role in the referral process.	200.4(a) (3-4)		
___3. Distribute copies of the written referral procedures and forms to each building administrator.	Recommended		
___4. Develop a standard referral form.	Recommended		
___5. Prepare a form to acknowledge receipt of a referral.	Recommended		
___6. Prepare the format for a complete notice to be sent to the parent upon referral.	200.4(a)(5); 200.5(a)(1)		
___7. Establish procedures to determine the need for surrogate parent appointment.	200.5(d)(2); 200.5(a)(1)		
___8. Assist in educating the public on the referral process, including those who may refer pupils to COH.	Recommended; 200.4(a)(1)		

OBSERVED IMPROVEMENTS AS OF / / : (DATE)

SELF-ASSESSMENT FORM

SEQUENCE STEP:	INTENDED RESULT:	PERFORMANCE RATING:	FACTORS CONTRIBUTING TO LOW RATING:
B. EVALUATION	With written parental consent, a complete multidisciplinary evaluation is conducted for referred students.	1. Excellent 2. Good 3. Fair 4. Poor	

(✓) SUGGESTED ACTIVITIES:	PART 200 REFERENCE:	ASSIGNED TO:	FOR COMPLETION BY:
____1. Educate all COH members on handicapping conditions and performance levels for determining educational needs.	200.1(cc); 200.1(hh); 200.4(c)(2)(i); 200.6(e); 200.6(f); 200.13		
____2. Develop written procedures for evaluation.	200.1(q-s); 200.4(b) 200.4(c)(3); 200.4(f)		
____3. Develop standard forms which:	200.1(v)		
(a) provide notice to parent of pending evaluation.	200.4(a)(5); 200.5(a)(1-2);		
(b) provide for evidence of consent to evaluation.	200(i); 200.5(a)(1)		
____4. Develop procedures to enable COH to review pertinent existing data on pupil to be evaluated.	Recommended; 200.4(b); 200.1(q); 200.4(a)(1)		
____5. Assist COH members in assigning responsibilities for individual aspects of evaluation process; arrange for other professional staff to be available to participate in evaluation process.	200.4(b)(2)		
____6. Assist in making a variety of evaluation procedures and tests available to ensure a comprehensive assessment.	200.4(b)(2)(i-vii)		

OBSERVED IMPROVEMENTS AS OF / / : (DATE)

SELF-ASSESSMENT FORM

SEQUENCE STEP:	INTENDED RESULT:	PERFORMANCE RATING:	FACTORS CONTRIBUTING TO LOW RATING:
A. COH RECOMMENDATION (IEP PHASE I)	Recommendations as to eligiblity, classification, special education services and setting based on LRE, etc., developed within 30 days of receipt of referral.	1. Excellent 2. Good 3. Fair 4. Poor	

(✓) SUGGESTED ACTIVITIES:	PART 200 REFERENCE:	ASSIGNED TO:	FOR COMPLETION BY:
___1. Develop a written format for COH recommendations.	200.2(d); 200.4(c)		
___2. Develop standard forms and procedures which:	200.4(c); 200.4(f);		
(a) provide notice to parent including all information required by regulation.	200.5(b)(2)		
(b) provide for evidence of parent's consent to placement.	200.5(b)(2)(ix)		
___3. Develop a standard format for IEP Phase I.	200.4(c)		
___4. Establish procedures to assure involvement of parents, professionals currently serving pupil and those individuals who will be responsible for pupil's educational program.	200.3; 200.5(a); 200.5(b); 200.4(a); 200.4(f); 200.7(c)(d)		
___5. Establish procedures for transmitting the evaluation report and recommendations to BOE.	200.2(d); 200.4(c)		
___6. Establish procedures to maintain appropriate access to records and confidentiality rights of parents and students.	200.5(e); 200.1(i) 200.5(b)(2)(iii)		

OBSERVED IMPROVEMENTS AS OF / / : (DATE)

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SELF-ASSESSMENT FORM

SEQUENCE STEP:	INTENDED RESULT:	PERFORMANCE RATING:	FACTORS CONTRIBUTING TO LOW RATING:
D. ENTRANCE INTO A RECOMMENDED PROGRAM	Students eligible for special education services, with parental consent, are placed in the recommended setting for continued assessment within 30 days of COH recommendation.	1. Excellent 2. Good 3. Fair 4. Poor	

(✓) SUGGESTED ACTIVITIES:	PART 200 REFERENCE:	ASSIGNED TO:	FOR COMPLETION BY:
____1. Develop procedures to ensure that evaluation and IEP Phase I information is sent to staff who will serve the pupil in the agreed setting.	200.4(d)(e); 200.7		
____2. Develop procedures to maintain informal contact with parents during this period.	Recommended		
____3. Establish procedures for on-going communication between COH and BOE.	200.2(a)(d); 200.3; 200.4(c); 200.4(d)		
____4. Develop procedures to facilitate the pupil's transition to the recommended educational placement.	200.4(d); 200.5(c)		
____5. Develop procedures to ensure appropriate class size arrangements for special education programs and services.	200.4(c); 200.6(e)(f); 200.14(b)(c)(d)		
____6. Establish procedures to ensure grouping of pupils based on similarity of educational needs.	200.4(c); 200.6(e)(f); 200.14(a)		
____7. Develop procedures to ensure adequate numbers of appropriately certified special education staff.	200.6(b)(d)(e)(f); 200.14(a)(b)(c)(d)		

OBSERVED IMPROVEMENTS AS OF / / /: (DATE)

SELF-ASSESSMENT FORM

SEQUENCE STEP:	INTENDED RESULT:	PERFORMANCE RATING:	FACTORS CONTRIBUTING TO LOW RATING:
E. PLANNING CONFERENCE (IEP PHASE II)	The IEP document is completed at a planning conference with all required and appropriate individuals present.	1. Excellent 2. Good 3. Fair 4. Poor	

(✓) SUGGESTED ACTIVITIES:	PART 200 REFERENCE:	ASSIGNED TO:	FOR COMPLETION BY:
___1. Develop procedures to keep COH advised of pupil's progress during continued assessment in recommended educational setting.	200.4(e)		
___2. Develop written procedures for preparation of IEP Phase II.	200.4(e)		
___3. Develop standard formats for IEP Phase II.	200.4(e)		
___4. Develop procedures to ensure involvement of parents in IEP Phase II process.	200.4(e)		
___5. Establish procedures for COH to receive a copy of IEP Phase II.	200.2(d); 200.3		

OBSERVED IMPROVEMENTS AS OF ___/___/___: (DATE)

SELF-ASSESSMENT FORM

SEQUENCE STEP:	INTENDED RESULT:	PERFORMANCE RATING:	FACTORS CONTRIBUTING TO LOW RATING:
F. IMPLEMENTATION AND REVIEW	The IEP is implemented as agreed upon by the parents and the BOE. The IEP is reviewed and revised on at least an annual basis with parental involvement and notification.	1. Excellent 2. Good 3. Fair 4. Poor	

(✓) SUGGESTED ACTIVITIES:	PART 200 REFERENCE:	ASSIGNED TO:	FOR COMPLETION BY:
____1. Develop written procedures to guide the review process, document pupil progress, and gather other information for the annual IEP review.	200.1(c); 200.3; 200.4(e)(6); 200.4(f); 200.5(a)(2)		
____2. Prepare and update as required a schedule for review of current special education pupils.	200.4(c)(2)(v)		
____3. Develop a standard format for notification of parents prior to annual review.	200.5(a)(2)		
____4. Develop a standard format for notification of parents regarding the results of the review.	200.4(f)(2)		
____5. Develop written procedures for referring a pupil currently in special education to COH for reevaluation.	200.4(e)		
____6. Develop a schedule for each pupil to ensure a comprehensive reevaluation every three years.	200.4(f)(4)		

OBSERVED IMPROVEMENTS AS OF / / : (DATE)

TIMING FOR MAJOR EVENTS

Activity:	Timelines:
Building administrator forwards referral to Committee on the Handicapped chairperson.	Within five days of the date of receipt of a referral.
COH chairperson forwards a copy of the referral to the building administrator.	Within five days of the date of receipt of a referral.
COH chairperson notifies the parents of the referral and requests parental consent for initial evaluation.	Within five days of the COH chairperson's receipt of referral.
Committee on the Handicapped provides a recommendation to the Board of Education and requests parental consent for initial entrance into special education.	Within 30 days of the date of receipt of a referral by building administrator or Committee on the Handicapped chairperson, whichever date is earliest.
Appropriate special education programs shall be provided to all pupils eligible.	Within 30 days of receipt of the Committee on the Handicapped recommendation by the Board of Education.
IEP planning conference is conducted.	Within 30 days after the pupil enters the special education program.
A formal review of the pupil's progress and updated program recommendation to the Board of Education by the Committee on the Handicapped.	Within one year and at least on an annual basis.
The Committee on the Handicapped conducts or arranges for the conduct of a comprehensive triennial evaluation.	Within three years of the pupil's entrance into special education and every three years thereafter.
Report to SED those pupils with handicapping conditions who were authorized by the principal to use testing modifications during Competency Tests or Regents Examinations. (Regents Examinations and Competency Tests, School Administrators Manual 1981 Edition, NYSED)	Fifteen days after conferral of a high school diploma or a local certificate.

PART III

CONTINUUM OF PROGRAMS AND SERVICES

The ability of a school district to provide individual pupils with appropriate programs and services rests with the availability of a continuum of such programs and services and a number of alternative placement options. Following are descriptions of each alternative within the full continuum of program and service alternatives which may be required to meet the individual needs of handicapped children. The next section contains a listing of the possible placement options which may have to be considered for a district to provide any one or combination of programs and services to an individual pupil.

New York State's Continuum of Programs and Services

Regular Classroom Programs:

Pupils with handicapping conditions must be assured access to all regular education programs offered by the school district. The amount of daily participation in regular class programs will depend on the extent to which the pupil's academic, social, physical and management needs are similar to those of their nonhandicapped peers. While placed in this setting, the pupil may require related services and/or supplementary resource room instruction to successfully achieve the goals of the regular education curriculum. The pupil placed in the regular class program may also be enrolled in a special class setting for a portion of the day to receive instruction in a specially designed curriculum.

Related Services:

Related services are those services required to assist a handicapped pupil in benefitting from instruction provided in either the regular or special class program. The type and amount of related services, which are provided by appropriate specialists, will vary depending on the specific needs of the individual pupil. However, when a Committee on the Handicapped determines a pupil is in need of speech and language services, it must ensure a minimum of two periods each week of such service.

Typically, related services such as physical or occupational therapy, speech pathology, counseling, or special diagnostic assessments are provided to individual or small groups of pupils. When pupils receive this instruction in small groups, the number of pupils in that group must not exceed five (5) pupils per teacher or specialist.

Resource Room Programs:

When prescribed in the individualized education program, a resource room program is a special education service. It may be provided to a handicapped pupil receiving primary instruction in either a regular or special classroom who requires additional specialized supplementary instruction in an individual or small group setting for at least 3 hours per school week and for no more than 50 percent of each school day. Resource room programs in which handicapped pupils are placed must meet the following standards:

1. Instructional groups which include pupils with handicapping conditions may not exceed five pupils per resource room teacher.

2. The composition of instructional groups which include pupils with handicapping conditions must be based upon the similarity of the individual needs of such pupils according to:

   a. levels of academic or educational achievement and learning rates,
   b. levels of social development,
   c. levels of physical development, and
   d. the management needs of the pupils in the classroom.

3. The total number of pupils with handicapping conditions assigned to a resource room teacher may not exceed 20.

4. The resource room teacher must be a certified or licensed teacher of special education in the appropriate area.

Special Class Programs:

These programs are designed for pupils whose special education needs require specialized instruction on a daily basis in a self-contained setting with other pupils who are also educationally handicapped. In all cases, the class size and composition of a special class must be based upon the similarity of educational needs of the enrolled pupils according to:

   a. levels of academic or educational achievement and learning rates,
   b. levels of social development,
   c. levels of physical development, and
   d. the management needs of the pupils in the classroom.

Pupils may be grouped together based upon similar levels of need with others having the same handicapping condition or with pupils having different handicapping conditions. In either case, the pupils must have similar educational needs.

There are four types of special class options determined in accordance with the particular needs of the pupils enrolled.

OPTION I: A special class of no more than 12 pupils whose instructional and behavior management needs may be met by the assigned teacher with no additional professional or paraprofessional assistance required.

OPTION II: A special class of no more than 12 pupils, some or all of whose management needs interfere with the instructional process to the extent that an additional adult, either a teaching assistant or a teacher's aide, is needed within the classroom during each period of instruction to assist with the management needs of such pupils.

OPTION III: A special class of no more than 6 pupils whose management needs in educational, social and/or physical areas are similar and highly intensive. These needs could not, even with related services, be met in a special class of more than 6 pupils. They require a high degree of individualized attention and intervention with the assignment of at least one paraprofessional to assist the classroom teacher during each period of instruction.

OPTION IV: A special class of no more than 12 pupils who have severe multiple handicaps and whose instruction is primarily oriented toward habilitation and treatment programs due to the severity of their handicapping conditions. In addition to the teacher, such classroom groups require the presence of one professional or paraprofessional staff person for each subgroup of three pupils in the classroom at any given time.

Except for classes in Option IV, the chronological age range for special classes containing pupils who are less than 16 years of age may not exceed thirty-six months. The chronological age range for any other class of pupils, including Option IV classes, is not limited.

The various program and service options just described are not mutually exclusive; any one or combination of such services may be appropriate to meet the needs of a particular pupil as determined by the individualized education program approved by the Board of Education and consented to by the pupil's parents.

It should be recognized that as the pupil's needs change, so will the program and services to be provided. During this period of change, transitional support services in the form of consultation or training may be provided to the pupil's receiving teacher. These services must be specified in the student's IEP with an understanding that they are not a direct service to the pupil but rather a support mechanism for the teacher.

Placement Options for Providing Approved Programs and Services:

The school district's special education system is not confined to the school district's boundaries. Its special programs and services may be provided by a variety of educational agencies which are approved to serve pupils in need of special education. Below is a listing of the various kinds of agencies which the school district may have to employ to provide a full continuum of programs and services:

- A neighboring school district,
- The Board of Cooperative Educational Services agency,
- State-operated or State-supported schools,
- Approved day or residential private schools within or outside the State,
- The home or hospital for pupils so confined.

Suggested Administrative Activities and Initiatives in Relation to the Continuum of Programs and Services

The format of the following worksheets allows administrators to record the current status of special education programs and services available to pupils with handicapping conditions. Program considerations are listed for review by the administrator in assessing the adequacy of each program option. Administrators are encouraged to develop recommendations which will allow pupils with handicapping conditions access to a continuum of special education programs and services provided according to the unique needs of each pupil. The administrator's recommendations may be communicated to the Committee on the Handicapped for its annual report to the Board of Education.

REGULAR CLASSROOM PROGRAM
ADMINISTRATORS' ASSESSMENT WORKSHEET

EXPANDED DESCRIPTION

In this setting, the pupil receives whatever services are available to all students. While placed in the regular classroom the pupil may receive any one or combination of special education programs or services to meet the specific needs identified in the pupil's individualized education program.

CONSIDERATIONS

A. Do handicapped pupils residing in the district have the opportunity to participate in school district programs, including extracurricular programs and activities, which are available to all other pupils enrolled in the public schools of the district?

B. Is the regular class teacher notified of the decision of the COH and provided with the IEP?

C. Is the regular class teacher aware of procedures to follow when unmet needs of a handicapped pupil are identified?

CURRENT STATUS

RECOMMENDATIONS

RELATED SERVICES
ADMINISTRATORS' ASSESSMENT WORKSHEET

EXPANDED DESCRIPTION

The pupil with a handicapping condition may receive a number of periods a week of related services, provided by appropriate specialists. The extent of these services may range from regular daily sessions to less frequent contacts depending upon the pupil's individual needs. Handicapped pupils requiring speech and language services must receive services for at least two periods per week.

CONSIDERATIONS

A. What mechanisms is the district using to provide related services? Does the district use its own staff or contract with other agencies?

B. Are all related services provided at no cost to the parent?

C. Which related services are being recommended/provided? Which are not being recommended/provided?

D. Is the number of related services staff available in the district sufficient to provide the recommended services?

E. Are the related services being recommended consistent with the clinical data? Are the related services recommended being provided with the same frequency and same size groups as recommended?

F. Are related services specified on the Phase I IEP? Do they include class size (maximum 5) and frequency? Are they being provided by appropriately certified teachers?

CURRENT STATUS

RECOMMENDATIONS

RESOURCE ROOM PROGRAM
ADMINISTRATORS' ASSESSMENT WORKSHEET

EXPANDED DESCRIPTION

The services in this program are provided to the pupil who requires specially designed supplementary instruction to benefit from the regular or special class program. While the pupil may be considered educationally handicapped and receiving special education in the resource room, he or she is registered in the regular or special classroom and cannot spend more than 50 percent of the day in the resource room program. Appropriate related services may also be provided.

CONSIDERATIONS

A. What mechanisms are used to provide resource room services (district, BOCES, nearby district)?

B. Are the instructional groups consistent with IEPs and clinical records?

C. Is the composition of instructional groups based on the similarity of the individual needs of the pupils?

D. Are instructional groups which include handicapped pupils limited to five (5) pupils per teacher?

E. Are no more than twenty (20) handicapped pupils assigned to the resource room teachers?

CURRENT STATUS

RECOMMENDATIONS

SPECIAL CLASS PROGRAM
ADMINISTRATORS' ASSESSMENT WORKSHEET

EXPANDED DESCRIPTION

1 TEACHER: 12 STUDENTS

Designed for pupils whose special education needs require specialized instruction in a self-contained setting for at least a portion of each school day.

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1 TEACHER + 1 PARAPROFESSIONAL: 12 STUDENTS

Students in this program exhibit learning characteristics which interfere with the instructional process to the extent that an additional adult is needed in the classroom to assist with the management needs of the pupil.

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1 TEACHER + 1 PARAPROFESSIONAL: 6 STUDENTS

This program provides very individualized instruction and offers the structure and adult/student ratio necessary for pupils whose management needs are determined to be highly intensive.

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1 TEACHER: 12 STUDENTS
WITH AN ADDITIONAL ADULT/STUDENT RATIO OF 1:3

Designed for pupils with severe multiple handicaps who require intensive adult/student interaction. The pupils' educational needs consist primarily of habilitation and treatment.

CURRENT STATUS

CONSIDERATIONS

A. Are the instructional groups and staffing patterns consistent with the IEPs, clinical data and observed student needs?

B. Is the composition of instructional groups based on the similarity of the individual needs of the pupils?

C. Do students assigned to special classes receive daily instruction?

D. Are sufficient numbers of paraprofessionals available to the district to maintain staffing patterns?

RECOMMENDATIONS

HOME AND HOSPITAL INSTRUCTION
ADMINISTRATORS' ASSESSMENT WORKSHEET

EXPANDED DESCRIPTION

This program provides education on an individual basis to a pupil confined to the home or hospital because of a handicapping condition. At the elementary level, a pupil must receive a minimum of five (5) hours per week of individualized instruction, preferably one hour daily. At the secondary level, instruction must be provided a minimum of ten (10) hours per week, preferably two hours daily.

CONSIDERATIONS

A. Are all children listed on the PHC-1 form for home and hospital instruction classified as handicapped by the district COH?

B. Are handicapped students being provided with home and hospital instruction by appropriately certified individuals?

C. Are those recommendations consistent with the concept of least restrictive environment and the clinical materials?

D. Are Phase I IEPs for students placed on home and hospital instruction reviewed at least annually? Are students moved to less restrictive environments when appropriate?

CURRENT STATUS

RECOMMENDATIONS

A CONCLUDING STATEMENT

The Board of Education has the ultimate responsibility for ensuring the availability of appropriate educational services to pupils with handicapping conditions. This responsibility involves numerous tasks which require on-going attention and monitoring by a variety of groups and individuals. One such group is the Committee on the Handicapped. Its role and responsibilities center upon the identification and evaluation of pupils with handicapping conditions and recommending special education programs and services for such students to the Board of Education. A second group of individuals, having equal importance, is the educational administrators who must decide upon the specific classrooms, teachers or combination of teachers and other resources to be provided the pupil so that the individualized education program becomes a reality.

The suggestions offered in this manual are provided in recognition of the fact that the administrative role is extremely important to the successful provision of special education programs and services and is not clearly established in law or regulation. It is hoped that they will assist school administrators in defining their role which will lead to improved educational services for pupils with handicapping conditions.

Due to the nature of the process of educating pupils with handicapping conditions, more and more individuals are becoming involved in the planning and delivery of special education programs and services. Many of these individuals have received little or no training in this area during their professional preparation. Since the Board of Education is responsible for providing training to school personnel involved in the process, administrators as part of their role may choose to arrange for inservice based on identified training needs. The Office for Education of Children with Handicapping Conditions can assist in providing this training through programs offered by the Bureau of Program Development. The Bureau conducts many direct training activities, such as training for Committees on the Handicapped and regular education administrators. The Bureau also coordinates a network of Special Education Training and Resource Centers (SETRC) located throughout the State. This network assists the Bureau in carrying out the training objectives of the State Plan for the education of pupils with handicapping conditions. A complete listing of the SETRC locations and phone numbers is provided in Appendix C.

PART IV

APPENDICES

A. TOPICAL INDEX

B. SEQUENCE OF EVENTS

C. SPECIAL EDUCATION TRAINING AND RESOURCE CENTERS

APPENDIX A

A Topical Index of Board of Education Responsibilities
With Reference to State Law and Regulation

Major Board of Education Responsibilities	NYS Law Article 89	Commissioner's Reg's. Subpart 200
• Appoints Committee on the Handicapped	§4402-1-b.(1)	200.3(a) 200.2(f)
• Appoints Subcommittees	§4402-1.b(1)(b)	200.3(b)-(c)
• Locates Children with Handicapping Conditions (Conducts Census)	§4402.1a	200.2(a)
• Maintains Register of Handicapped Children	§4402-1.a	200.2(a)
• Maintains Data and Reports Appropriately	§4402-1.b(3)(f)	200.2(a) (2-6) 200.5(e)
• Maintains Surrogate Parent List		200.5(d) (1-3)
• Maintains Register of Independent Evaluation Agencies	§4402-3	200.5(b)(2) (vi-vii)
• Appoints Impartial Hearing Officers	§4404-1	200.1(o) 200.5(c)(1)
• Determines Programs and Services	§4402-2.(a b)	200.2(d) 200.4(d)
• Provides Written Notice of Determination	§4402-2.b.(2)	200.5(b)(2) 200.2(d) 200.1(v)
• Provides Special Programs and Services	§4402-2.a	200.6
• Provides Suitable Transportation	§4402-4	200.12
• Notifies Commissioner re: Out-of-State Placements	§4402-2b.(3)	200.6(h)
• Adopts Accessibility & Training Policies		200.2(b)(1,2)
• Prepares Program Plan		200.2(c)

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APPENDIX B
SEQUENCE OF EVENTS

A. REFERRAL
1. Building administrator receives referral - Informs COH chairperson within 5 days
2. COH chairperson receives referral - Informs building administrator within 5 days
3. COH notifies parent(s) within 5 days of receipt of referral
   - describes evaluation plan
   - requests consent
   - physician's attendance

B. EVALUATION
4. Parent(s) give written consent for preplacement evaluation
5. COH
   - arranges for evaluation/assessment
   - gathers additional information
6. COH holds meeting, reviews and summarizes information

C. RECOMMENDATION (IEP PHASE I)
7. COH determines pupil INELIGIBLE for special education
8. COH provides notice to parent(s) and BOE
   - recommendation
   - tests/reports
   - due process rights
9. COH provides appropriate information to regular education personnel
10. COH determines pupil ELIGIBLE for special education
11. COH and parent(s) develop Phase I of IEP
12. COH provides notice to parent(s) and BOE
    - recommendation
    - due process rights
    - tests/reports
    - requests consent

D. ARRANGE FOR ENTRANCE INTO RECOMMENDED SETTING
13. BOE notifies parent of its decision
14. Parent(s) gives written consent to Phase I
15. Student enters recommended setting for continued assessment and Phase II development

E. PLANNING CONFERENCE (IEP PHASE II)
16. COH provides to school personnel
    - Phase I
    - other relevant information
17. Appropriate persons informed of planning conference
    - 5 days prior in writing
    - mutual agreement
18. Planning conference participants develop Phase II of IEP

F. REVIEW PHASES I AND II
19. COH provides to parent(s) notice of annual review
    - describes purpose of meeting
    - physician's attendance
20. COH and parent(s) review and revise Phase I
21. COH provides notice to parent(s) and BOE
    - recommendation
    - tests/reports
    - due process
22. BOE notifies parents of its decision
23. Comprehensive reevaluation every three years

APPENDIX C

SPECIAL EDUCATION TRAINING AND RESOURCE CENTERS (SETRC)

The Office for Education of Children with Handicapping Conditions administers and supports a network of forty-six State Training Centers. These centers, called Special Education Training and Resource Centers, are located in BOCES, in large city school districts throughout New York State and at one university. They are local contact points for the dissemination of publications and information about training and services available to parents and personnel involved in the education of the handicapped.

The following list is provided for you to identify the Special Education Training and Resource Center in your area:

Albany-Schenectady-Schoharie
BOCES SETRC
Maywood Elementary School
1979 Central Avenue
Albany, New York 12205
(518) 456-9069

Allegany BOCES SETRC
Allegany Occupational Center
Angelica Road
Belmont, New York 14813
(716) 268-5681 Ext. 226

Broome-Delaware-Tioga
BOCES SETRC
Upper Glenwood Road
Binghamton, New York 13905
(607) 729-9301 Ext. 362

Buffalo City SETRC
School #75
99 Monroe Street
Buffalo, New York 14206
(716) 856-5595

Cattaraugus-Erie-Wyoming
BOCES SETRC
Windfall Road
Box 424B
Olean, New York 14760
(716) 372-8293

Cayuga BOCES SETRC
234 South Street Road
Auburn, New York 13021
(315) 253-0361 Ext. 52

Chautauqua County BOCES SETRC
9520 Fredonia Stockton Road
Fredonia, New York 14063
(716) 672-4371 Ext. 278

Clinton-Essex-Warren-Washington
BOCES SETRC
Box 455
Plattsburgh, New York 12901
(518) 561-0100

Cortland-Madison BOCES
SETRC
McEvoy Education Center
Clinton Avenue Extension
Cortland, New York 13045
(607) 753-9301

Delaware-Chenango SETRC
S.U.N.Y. At Binghamton
Division of Professional
Education
Vestal Parkway
Binghamton, New York 13901
(607) 798-6681

Dutchess BOCES SETRC
R.D. #1 Salt Point Turnpike
Poughkeepsie, New York 12601
(914) 471-9200 Ext. 42

Erie BOCES #1 SETRC
2 Pleasant Avenue West
Lancaster, NY 14086
(716) 686-2019

Erie BOCES #2 SETRC
4071 Hardt Road
Eden, NY 14057
(716) 992-3413

Franklin-Essex-Hamilton
BOCES SETRC
Box 28-North Franklin
Education Center
Malone, New York 12953
(518) 483-1294

Genesee-Wyoming BOCES SETRC
8250 State Street Road
Batavia, New York 14020
(716) 343-1400

Greene-Delaware-Schoharie-Otsego
BOCES SETRC
Rexmere Park
Stamford, New York 12167
(607) 652-7531

Hamilton-Fulton-Montgomery BOCES
SETRC
FMCC Route 67 Room L210
Johnstown, New York 12095
(518) 762-7754

Herkimer-Fulton-Hamilton-Otsego
BOCES SETRC
Gros Blvd.
Herkimer, New York 13350
(315) 867-2000

Jefferson-Lewis-Hamilton-
Herkimer-Oneida BOCES SETRC
Outer Arsenal Street
Watertown, New York 13601
(315) 782-9229

Livingston-Steuben-Wyoming
BOCES SETRC
Holcomb Building
Geneseo, New York 14454
(716) 243-5470

Madison-Oneida BOCES SETRC
Spring Road
Verona, New York 13478
(315) 363-8000

Monroe #1 BOCES SETRC
705 Plank Road
Penfield, New York 14526
(716) 671-8614

Monroe #2-Orleans BOCES SETRC
3599 Big Ridge Road
Spencerport, New York 14559
(716) 352-2443

Nassau County BOCES SETRC
Rosemary Kennedy Center
2850 North Jerusalem Road
Wantagh, New York 11793
(516) 781-4044 Ext. 270-1-2

Oneida-Madison-Herkimer
BOCES SETRC
Box 70-Middle Settlement Road
New Hartford, New York 13413
(315) 792-4605 or 792-4614

Onondaga-Madison BOCES
SETRC
6820 Thompson Road
Syracuse, New York 13211
(315) 437-0248

Ontario-Seneca-Yates-Cayuga-
Wayne BOCES SETRC
Finger Lakes Educational
Center
3501 County Rt. 20
Stanley, New York 14561
(716) 526-6042

Orange-Ulster BOCES SETRC
Gibson Road
Goshen, New York 10924
(914) 294-5431

Orleans-Niagara BOCES SETRC
4124 Saunders Settlement Road
Sanborn, New York 14132
(716) 731-4145 Ext. 33

Oswego BOCES SETRC
P.O. Box 488 County Route 64
Mexico, New York 13114
(315) 963-3094

Rensselaer-Columbia-Greene
BOCES SETRC
1562 Columbia Turnpike
Castleton, New York 12033
(518) 477-8741

Rochester City SETRC
Central Administrative Offices
131 Broad Street West
Rochester, New York 14608
(716) 325-4560 Ext. 2710

Rockland BOCES SETRC
61 Parrott Road
West Nyack, New York 10994
(914) 623-3828 Ext. 266

St. Lawrence BOCES SETRC
Potsdam Central School Red Annex
Leroy Street
Potsdam, New York 13617
(315) 265-8116

Saratoga-Warren BOCES SETRC
Meyers Education Center
Henning Road
Saratoga Springs, New York 12866
(518) 584-3239

Schuyler-Chemung-Tioga
BOCES SETRC
431 Philo Road
Elmira, New York 14903
(607) 739-3581

Steuben-Allegany BOCES SETRC
Board of Education
Seneca Street
Hornell, NY 14843
(607) 324-5893
Mailing Address:
Wildwood Campus-Bldg. #3
North Main Street Ext.
Hornell, New York 14843

Suffolk #2 BOCES SETRC
Greene Avenue School
Greene Avenue
Sayville, New York 11782
(516) 567-1121

Sullivan BOCES SETRC
Ferndale Loomis Road
Box 391
Liberty, New York 12754
(914) 292-7500

Syracuse City SETRC
Percy Hughes School
345 Jamesville Avenue
Syracuse, New York 13210
(315) 425-4685

Tompkins-Seneca-Tioga
BOCES SETRC
555 South Warren Road
Ithaca, New York 14850
(607) 257-1551 Ext. 276

Ulster BOCES SETRC
175 Route 32 North
New Paltz, New York 12561
(914) 255-1402

Washington-Warren-Hamilton-
Essex BOCES SETRC
Special Education Building
Dix Avenue
Hudson Falls, New York 12839
(518) 793-7721 Ext. 219

Westchester-Putnam
BOCES #1 SETRC
Pinesbridge Road
Yorktown Heights, New York 10598
(914) 245-1050 Ext. 245

Westchester BOCES #2 SETRC
Learning Resource Center
Concord Road
Ardsley, New York 10502
(914) 693-7576

Yonkers City SETRC
School #32 Dexter Road
Yonkers, New York 10701
(914) 963-0592